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ABSTRACT

GRADES OR AGES: Grade 5. SUBJECT MATTER: Social studies; culture regions. ORGANIZATION AND PHYSICAL APPEARANCE: The major portion of the guide, which develops the unit, is laid out in three cclumns, one each for topics, activities, and materials. Other sections are in list form. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the unit are listed on the first page. Activities are listed in the second column of the section which develops the unit. Each group of activities is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Materials are listed in the third column. Each group of materials is related to one or more activities. In addition, an appendix lists relevant articles from National Geographic magazine. STUDENT ASSESSMENT: No formal provision. A one-page section entitled "Evaluation" lists three questions the teacher should ask herself about childrens' understanding of and attitudes toward the unit. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

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PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

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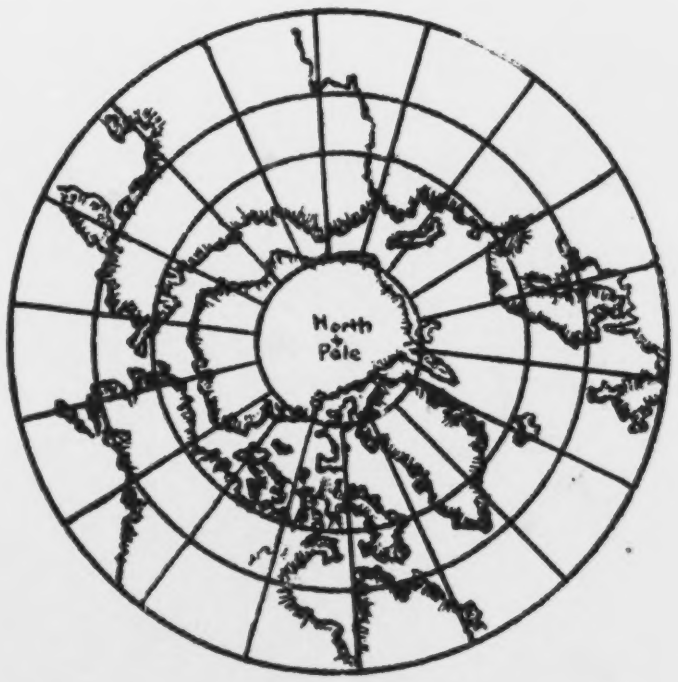
OVERVIEW
RESOURCE UNIT I
GRADE 5



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

SP007059

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OVERVIEW OF YEAR'S WORK

I. EXPLANATION

In the preceding grade the children were introduced to the concept of "region." They learned that a region is an area with common characteristics that may be identified for purpose of study.

In this grade and subsequent ones they will be introduced to the concept of culture regions, the characteristics of a culture region, the interactions of a culture region with its physical environment, and the interrelationships of culture regions which introduce elements of change.

The culture region to be examined in the fifth grade is United States-Canada.

We shall study the people who came to inhabit it and the social, economic, and political systems that have evolved.

An examination will be made of the relationships of United States and Canada with the other peoples of the world.

II. UNDERSTANDINGS

The children should be made aware of the fact that several culture regions, consisting of a variety of culture groups, exist throughout the world. Each culture group has its own organization and functions. Culture is changeable, but the rate of change depends upon inter-relationships over a period of time.

III. AIMS

To develop an understanding of the term "culture region."

To develop an understanding that the study of culture regions may be one type of approach to the study of the world.

To develop an awareness of the scope of the year's work.

VOCABULARY

archeologist

artifact

attitude

culture group

culture region

ethnic

investigate

isolation

research

subsistence

INTRODUCTION

Suggested Time: 2-3 Weeks

Explain to the class that in this grade and subsequent grades they will study some culture regions around the world. Before this is possible, they must understand what is meant by a "culture region."

An approach to the study will be made through a series of questions. Many sources of information will be utilized in finding the answers to these questions.

We shall try to develop the skills which help us in locating information quickly and evaluating this information effectively.

We shall try to improve our ability to think more effectively.

We shall try to work together well and share our responsibilities and learnings.

DEVELOPMENT OF UNIT

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is meant by a culture group?	A culture is a way of life that has been learned by a given group. It affects how a man feels, understands, behaves, and adapts to his environment. Culture is transmitted from one generation to another and is subject to change. Every group has a: <u>Material Culture</u> Tools Skills Ways of making a living <u>Social Organization</u> Customs Rules Patterns of behavior.	

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Language Art Forms Music Drama Folklore Dancing Painting Sculpture Set of Attitudes Religious beliefs Superstitions Magic	
	It is suggested that the teacher review the Anthropological concepts in the Grade Guide for personal information and perhaps read the Social Science perspective booklet by Pertti Pelto entitled The Nature of Anthropology.	Filmstrips SS-C-58-b The Caribou Eskimo SS-1-4-e Life and Customs of the Indians of the Southwest. SS-C-56-b Douglas, Aborigine Boy of Australia
	As an introduction to the understanding of culture groups some of these filmstrips listed might be utilized.	
What are some of the culture groups that you have heard about?	Encourage the class to mention groups which they have read about, seen, or heard about. At this time a sampling of films or filmstrips might be shown. Consult the Audio-Visual Catalog for those which might be used to illustrate groups that have been suggested. A few are listed under Materials.	Filmstrips SS-A-17-a People of Australia SS-A-30-b Native Tribes of Africa SS-A-32-d Indonesia SS-C-9-e Ramesh of India SS-C-9-c Ming-Li of China SS-F-2-i Japan

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are some of the factors that cause culture groups to differ and to change?	Try to elicit the ideas that physical environment (land forms, climate, natural vegetation, and resources) and isolation (lack of contacts with other cultures) have a profound effect upon culture patterns. Films listed might be shown so they will have an understanding of a variety of cultures. Explain that advanced techn ology has virtually decreased the size of the world. Places once isolated can be reached through the media of communication and transportation. People move about much more frequently and over greater distances at a rate unknown only a few years ago. These contacts have introduced new ideas, new tools, new skills, and new goals. Changes with their accompanying problems have resulted. Periods of strife. Broken kinship and tribal patterns. Changes in values, etc.	Films E-202 Eskimo Sea Hunters I-209 Indians of Early America I-1 Indian Hunters Filmstrip SS-C-58-d Modern Eskimo
What is a culture region?	A culture region is an areal pattern where certain cultural features result in a recognizable degree of cohesion. It may include such features as: . attitudes . objectives . technical skills . language and symbols . system of values . mode of living . dominant religious views . experience of political systems	

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Or it may be considered as a system of classification of areas of human occupancy and activity based upon cultural dominance. It should be pointed out by the teacher that culture region is purely a classificatory device in contrast to culture which delineates an intergrated and internally structured entity.	
How is the world divided into culture regions?	According to Preston James (The Social Studies and the Social Sciences, Harcourt, Brace and World, Inc., 1962) the following are suggested as the major culture regions of the contemporary world: EUROPEAN Western, Southern, and Northern Europe SOVIET The Soviet Union and Eastern Europe ANGLO-AMERICAN Canada and the United States LATIN AMERICAN Mexico, Central America, South America, the Antilles, and the Bahamas NORTH AFRICAN-SOUTHWEST ASIAN The Moslem countries from Morocco to Afghanistan and Israel SOUTH ASIAN India, Parkistan, Ceylon, and border countries SOUTHEAST ASIAN The "shatter belt" between India and China EAST ASIAN China, Japan, and bordering countries AFRICAN The area south of the Sahara AUSTRALIA-NEW ZEALAND The countries of British development. PACIFIC The islands of Melanesia, Micronesia, and Polynesia	

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Again it should be pointed out to the class that culture region is a classification that Preston James has made and that a culture region is not a real entity valued as such by people who participate in culture regions which James has grouped together. Have the class develop a map to show the major culture regions of the world.	
What culture groups shall we study this year?	Inform the class that in this grade, the culture region and the culture groups of Anglo-America will be examined. They will study the people who lived in Anglo-America prior to the coming of the white man, the people who came here during the period following exploration of North America, and the present day inhabitants. We shall investigate how the people in Anglo-America live, work, and play. Try to elicit from the class questions that they might like to research about these culture groups. List these upon the chalkboard.	
Why is the language used in the U. S. and Canada mainly English?		Filmstrips SS-C-33-a Historic Background-Canada SS-O-18-d English Expansion SS-C-55 Colonies Protest Royal Decrees

RU,I - Gr. 5

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Through the use of filmstrips and reading have the class try to discover the answer .	
	They should suggest that the people of this area live under sets of laws, customs, and language basically English. Conflict between the French and English over land claims during the eighteenth century led to war which culminated in English control of the eastern area.	
	As a result of the Revolutionary War which followed, this area became divided into two-English-speaking settlements; the United States of America, and another remaining under English control-upper and lower Canada and the Maritimes which eventually became the Dominion of Canada in 1867.	
	Trace the acquisition of land by the U.S. from other powers: i.e., France, Spain, Russia, Mexico, etc.	
Who were the first culture groups in the United States and Canada?	Long ago the ancestors of the Indian and Eskimo people moved from Asia into North America, presumably, over a land bridge which connected the two continents.	Scott Foresman: In the Americas pp. 16-23 Macmillan: Living in the Americas pp. 2-8 Heath: In These United States and Canada pp. 51-53 Holt, Rinehart & Winston: Knowing Our Neighbors in the United States pp. 68-94

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How do we know about these early inhabitants of the United States and Canada?	Knowledge of these early groups has been deduced from artifacts discovered or unearthed by scientists called archeologists. These early people had no system of writing and therefore left no written records of their culture. From stone tools, shards, arrowheads, etc. which have been unearthed, scientists have tried to infer the story of their culture. They subsisted by hunting and gathering. Some engaged in a rudimentary form of agriculture; chiefly the raising of corn. Metals and their use were unknown. Read the texts, encyclopedias, and library books. Perhaps a group might like to report about archeologists, their field work and methods of analysis. A map might be constructed to show the location of these early cultures in the United States and Canada. Have the children suggest to their parents a trip to the Haffenreffer Museum in Bristol. Open September to June on Saturdays and Sundays only. 1-4 P.M.	Encyclopedias Scott Foresman: In the Americas pp. 8-10 Macmillan: Living in the Americas pp. 2-3 Outline maps

Development of Unit: (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What culture groups live in the U. S. and Canada today?	Before the year 1500 only groups of Indians and Eskimos inhabited parts of North America. Perhaps the children can name the many groups of people who live here today, including Indian tribes. It might be interesting to have them tell what countries were the homes of their ancestors. After 1500 Europeans began the colonization of the New World. Negroes were imported to help on the plantations. Descendents of all these, plus culture groups emigrating from all parts of the world reside in the U.S. and Canada today. During this coming year we shall learn about these groups.	Filmstrips SS-F-13 French Canadians SS-F-2-L Families of the United States SS-F-19-h Eskimo Family SS-I-2 Indian Life Benefic: How Immigrants Contibuted to Our Culture pp. 6-71
What do we want to know about any culture groups that we study?	Elicit questions from the class. Have them recorded. They might suggest some of the following: Where does the group live? What are its physical surroundings? What are its tools? What are its skills? What are its living conditions? Homes Food Clothing What are its beliefs? What is its social organization? Family Kinship groups What is its form of government? What are its arts and crafts? What are its customs? What is its way of having a good time?	

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are our aims for this year's study?	We are going to study the land base of Canada and the U. S. people live upon this land base, what technology has been developed, what economic, social, and political institutions have evolved;.	Available in the Social Studies Curriculum office is a copy of SOCIAL STUDIES SKILLS by Long and Halter which has excellent skill lessons.
How shall we find our information?	Discuss with the class all the places from which they may obtain information: Books, magazines, newspapers, pamphlets, almanacs Interviews Field Trips Observations Maps, graphs, charts, tables, cartoons, etc.	
How shall we work together to achieve our goals?	Discuss ways in which the class should work. Some work will be done by the class, some by groups, some by individuals. At this point it might be feasible to develop a chart of standards for good group work. Have a copy made for display and have the children check their performance against the chart from time to time. Stress the importance of each individual's contribution to a group.	
How shall we share our information?	Another set of charts illustrating good standards for oral and written reports could be developed. Culminate the unit by a discussion: GOALS FOR SUCCESS Proper attitudes Good work habits Willingness to help each other Willingness to share our findings and experiences	

VII. EVALUATION

1. Do the children have an understanding of the meaning of a "culture group" and a "culture region"?

2. Do they understand the scope of the year's work?

3. Do they realize the attitudes and responsibilities that must be developed to successfully achieve the goals for the year's work?

VIII. SUPPLEMENTARY ACTIVITIES

Keep a dictionary of new terms learned during the year.

APPENDIX A

B. SUGGESTED CHARTS

GROUP WORK

MEMBERS OF THE GROUP

1. Do I cooperate with my leader?
2. Do I do my assignment to the best of my ability?
3. Do I accept suggestions and criticisms of my work?

LEADER

1. Does each one in my group have a definite assignment?
2. Where possible, do I allow each member of my group to choose his assignment?
3. Do I help the people in my group?
4. Do I listen to suggestions from my group?

GOOD ORAL REPORTS

1. Stand well.
2. Speak clearly.
3. Speak loud enough to be heard by all.
4. Speak in sentences.
5. Use good English.
6. Use illustrative materials.
7. Tell the sources of information.
8. Accept suggestions and criticisms.

GOOD WRITTEN REPORTS

1. Do I have a good title?
2. Do I write in sentences?
3. Do I express my ideas clearly?
4. Do I capitalize and punctuate correctly?
5. Do I spell correctly?
6. Do I have a good ending sentence?
7. Do I write neatly?

APPENDIX B

National Geographic Magazines

United States

Title	Issue
Dixie Spins the Wheel of Industry	March, 1949
Russell Cave (Alabama)	March, 1958
Alaska, Big Land	June, 1956
Alaska, Seward's Icebox	June, 1953
Nomads of the Far North	October, 1949
Alaska's Russian Frontier	April, 1951
Along the Yukon Trail	September, 1953
From Sea to Shining Sea	July, 1961
America's Wonderlands	October, 1959
Appalachian Mountains	August, 1949
Illinois, Healthy Heart of the Nation	December, 1953
Deep in the Heart of "Swissconsin"	June, 1947
Carlsbad Caverns in Color	October, 1953
United Nations: Capital of Family of Man	September, 1961
I See America First	December, 1965
St. Augustine, Nations Oldest City Turns 400	February, 1966
High, Wide, and Windy, New Portrait of North America	April, 1964
Alaska's Marine Highway: Ferry Route to the North	June, 1965
Today and Tomorrow in Our National Parks	July, 1966

United States - Culture Groups

Title	Issue
Indian Life Before Colonists Came (Algonquian)	September, 1947
America's First Pages: Indians	March, 1955
Amish: Artists Look at Pennsylvania	July, 1948
Ancient Cliff Dwellers of Mesa Verde	September, 1948
Land of the Havasupai Indians	May, 1948
Better Days for the Navajos	December, 1958
Katchinas: Masked Dancers of the Southwest	August, 1957
Adobe New Mexico	December, 1949
Indians of the Far West	February, 1948
Following the Trail of Lewis & Clark	June, 1953
South Dakota Keeps Its West Wild (Sioux)	May, 1947
Amish Folk: Plainest of Pennsylvania's Plain People	August, 1965
20th Century Indians Preserve Customs of the Cliff Dwellers	February, 1964
Pennsylvania's Amish Folk	August, 1965

APPENDIX B (Cont'd)

National Geographic Magazines

Canada

Title	Issue
Across Canada	August, 1955
Alberta Unearths Her Buried Treasure	July, 1960
Canada's Rocky Mountain Playground	June, 1947
Aleuts, Fur Seal Herd Comes of Age	April, 1952
Kitimat-Canada's Aluminum Titan	September, 1956
Quebec's Forests, Farms, and Frontiers	October, 1949
Newfoundland, Canada's New Province	June, 1949
Dewline: Sentry of the Far North	July, 1958
Dynamic Ontario	July, 1963
Canada's Caribou Eskimo	January, 1947
Giant Tides of Fundy	August, 1957
Along the Yukon Trail	September, 1953
Sea to Lakes on the St. Lawrence	September, 1950
Far North with "Captain Mac" (Labrador)	October, 1951
On the Ridgepole of the Rockies	June, 1947
Canada: My Country	December, 1961
Niagara Falls, Servants of Good Neighbors	April, 1963
Nomads of the Far North	October, 1949
Ontario, Pivot of Canada's Power	December, 1953
Powerful Neighbors Join Hands Across the Great Lakes	July, 1963
New St. Lawrence Seaway Opens Great Lakes to the World	March, 1959
Down East to Nova Scotia	June, 1964
Banks Island: Eskimo Life on the Polar Sea	May, 1964
Canadians Rockies, Lords of a Beckoning Land	September, 1966